

**San Jose State University Department of English and Comparative  
Literature**

**English 1B, Composition 2 (GE A3)**

**Section 73: M/W, 1:30-2:45 SH 348; Section 51: M/W, 3:00-4:15 SH 411;  
Section 61: M/W, 4:30-5:45 SH 348**

**“The unexamined life is not worth living”**

**-Socrates**

Instructor: Ted Shank

Office Location: Faculty Office Building 118

Office Hrs: M/W 10:00-11:00 and by appointment

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Prerequisites: Passage of English 1A (C or better) or approved equivalent.

GE Category: Written Communication A3

**Required Texts/Readings/Materials**

**\* SJSU Campus Handbook: Lundsford, Andrea. *The Everyday Writer*. 5<sup>th</sup> Edition**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

You are welcome to use your/an electronic version of this text; however, you must have access to the text during designated class sessions.

**\* Course Reader: *The Conscious Reader*. Schrodes and Schugrue. 12<sup>th</sup> edition**

Print ISBN: 9780205803286 Available at the Spartan Bookstore

You are welcome to use an electronic version of this reader; however, you must have access to this text during designated class sessions.

\* 3 ring binder divided into 4 sections: 1) Prompts and Handouts; 2) Research Project; 3) In-Class Responses and notes; 4) Reading Responses.

\* Throughout the course of the semester, you will need 3 large examination books. Available at the Spartan Bookstore.

**English Department English 1B Course Description**

English 1B is the second course in SJSU's two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students' understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and

critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its requirement for writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; critical thinking skills; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

### **Addendum to English Department Course Description: Our Class**

What is critical thinking? What does it mean to be a critical thinker? Throughout the course of the semester, we will explore the many different levels and aspects of these crucial questions. It is not enough to declare we are critical thinkers: we must develop an understanding of what this is and how it is done. In this pursuit, we will examine, challenge and question multiple facets of self, society, and culture, exploring origins and assumptions of belief and value from the perspectives of rhetoric, logic, and argument. Our readings will be diverse, as will our discussions pertaining to these readings. This course wants you to develop, construct, and explore your own arguments, insights, perspectives on complex issues such as diversity, ethnicity, class, race, and gender, and present these insights in such ways that generate meaningful public debate and discussion.

### **Course Goals and Student Learning Objectives**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- Application of critical thinking skills.
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### **Student Learning Objectives**

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and

logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.

3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.

4. Identify and critically evaluate the assumptions in and the context of an argument.

5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### **Information available online**

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

Course guidelines

Academic policies (academic integrity, plagiarism, ADA and AEC policies)

Estimation of Per-Unit Student Workload

Recording policies

Adding and dropping classes

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Research**

English 1B will include a library orientation conducted or approved by a trained librarian, to introduce the library and basic research strategies that students will need to complete upper division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.

In addition, a big part of our class will be to explore the concept of research, what it means, what it represents, why it is conducted, what the final outcome of real research should actually be. There is a difference between research and “finding sources” to put into an essay, and we will explore this difference.

The English 1B Libguide is online at <http://libguides.sjsu.edu/english1B>

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

### **Classroom Protocol**

*Late work policy:* The style essay, mini argumentation essay, research topic announcement, and annotated bibliography each have a one-class meeting grace period, meaning that, for these two assignments, if something unforeseen takes place, you can turn the assignment in late for no point deduction. After the grace period, the assignment is a 0. The research essay cannot be turned in late, regardless of situation or circumstance. Your presentation cannot be made up, regardless of situation or circumstance. Your research essay outline cannot be turned in late regardless of situation or circumstance. Your course binder cannot be turned in late, regardless of situation or circumstance. Your final must be composed during the scheduled final exam period, regardless of situation or circumstance. Your mid-term essay can be made up; however, you must make arrangements to do so at LEAST two weeks in advance.

*Atmosphere of exploration:* It is imperative that our classroom environment is one where we all feel safe taking intellectual risks; therefore, respect and tolerance are vital. If a classmate is taking an idea or concept in a direction that is different or antithetical to your ideas and insights it is your responsibility to respectfully allow for such ideas. Of course, we are speaking of ideas and insights that are not in nature hurtful, offensive, or damaging, nor presented in hostile fashion. In short, respect your classmates and their diverse ideas.

*Safety:* If a student demonstrates or suggests that she/he is or could be a danger to her/himself or another person on campus, either in writing, during small/large group discussion, or in during one-on-one conversation, I am required to report such behavior to appropriate university authorities.

*Technology:* Please exercise common sense and respect with your electronic devices. Having your phone out, keeping track of your on-line life, is distracting to those around you (even if it does not “bother” them) and your instructor.

Please note: university policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **Course Requirements**

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

In order to meet the assignment requirements (reading, writing, research, oral presentation) of English 1B, our major assignments are as follows:

### **Assignments and Point Values**

#### *Research Project: 400 pts*

Conducting, evaluating, and writing based on research is a key component to English 1B. The project, worth a total of 400 points, will be explained, presented, and conducted in specific steps, all of which will be explained and documented in class. See schedule for important due dates.

#### *Style Essay: 100 pts*

Early in the semester, we will be discussing different aspects and components of style. This study will culminate in a 2.5 page essay, worth a total of 100 points, which you will experiment with various aspects of style. See schedule for important due dates.

#### *Presentation: 100 pts*

In small groups, you will be analyzing and teaching an essay, helping the class better understand the important writing, thinking, rhetorical, and argumentative elements we have studied this semester. Your individual contribution this presentation will be worth 100 points. See schedule for important due dates.

It is also important to note that in some capacity, “presentation” will be a part of almost every class session. We discuss, debate, and share ideas and insights on a daily basis. One of the best ways to feel comfortable with the actual presentation component is to participate in all class discussions, engaging with your classmates and the ideas put forth.

#### *Mini Argumentative Essay: 200 pts*

As the essay component of the research project will be argumentative, we will be composing a 5 page mini argumentative essay, worth 200 points for the purpose of reviewing and strengthening our understanding and application of the fundamentals of argumentation. See schedule for important due dates.

#### *In-Class essay: 50 pts*

We will be composing an in-class essay, worth 100 points, based on our reading and study at the mid-term /half way point of the semester. We will have a class period of preparation for this writing task during which time we will explore the topic(s), scoring, and preparation for this essay. See schedule for important dates.

#### *Final: 50 pts*

We will have a final in the format of an in-class essay, similar to the mid-term in-class essay only drawing on elements from the entire semester. We will have one (possibly two) class sessions to prepare. See schedule for important dates.

#### *Course Binder: 100 pts*

Throughout the course of the semester, you will be keeping track of all important materials for the class in designated sections of a binder dedicated to this course only: 1). Prompts and

handouts; 2). Research project; 3). In-class responses and notes; 4). Reading Responses. Sections and expectations will be explained and documented in more detail early in the semester. See schedule for important dates.

Total points possible: 1, 000

**Grading:** A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

Our major writing assignments will adhere to the general standards outlined by the San Jose State University English Department:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Final grades are based on a traditional grading scale (% out of our 1, 000 total)

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

## Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **Spring 2015 English 1B Schedule**

- This schedule is subject to change and alteration according to our class needs. If changes are made, clarification and documentation will take place in class

Thursday, January 22: First Day of Instruction

### **Week One**

*Monday, January 26*

- \* Course introduction and syllabus overview

*Wednesday, January 28*

- Diagnostic in-class essay. You need a large green or yellow exam book for this class session.

### **Week Two**

*Monday, February 2*

- Course binder details discussed and distributed (this includes reading response information).
- Introductory exercises
- Reading response topics and criteria distributed

*Wednesday, February 4*

- Reading: sections 25, 27, 30 of Everyday Writer
- Reading: “How to Develop a Good Style” (Conscious Reader 132-147)
  - Reading responses 1 and 2 finished before class
  - Style essay assigned

### **Week Three**

*Monday, February 9*

- Review sections 25, 27, 30, of Everyday Writer and any notes/exercises from our last class before attending today’s session
- Reading: “A Homemade Education” (Conscious Reader 92-100).
  - Reading responses 3 finished before class

*Wednesday, February 11*



- \* Reading: New Class(room) War: Teacher versus Technology” (Conscious Reader 262-265).
- Reading: “Distracted: The Erosion of Attention and the Coming Dark Age” (Conscious Reader 265-282).
  - Reading response 4 finished before class

### **Week Four**

*Monday, February 16*

\*Rough Draft of style essay due

*Wednesday, February 18*

- **Final draft of style essay due**
- “Restoring Basic Values” (Conscious Reader 180-185).
- “Harry Potter and Divorce among the Muggles (Conscious Reader 185-191)
  - Reading response 5 finished before class
- Introduction to the research essay
- Annotated bibliography assigned

### **Week Five**

*Monday, February 23*

\* Potential Library Day: Details and confirmation will be discussed in class

*Wednesday, February 25*

- \* “Friends, Friends with Benefits, and the Benefits of the Local Mall” (Conscious Reader 225-241).
- “Loneliness. . .an American Malady” (Conscious Reader 241-243).
  - Reading response 6 finished before class

### **Week Six**

*Monday, March 2*

- “Casa: A Partial Remembrance of a Puerto Rican Childhood” (Conscious Reader 197-201).
- “My Hyphenated Identity” (Conscious Reader 205-207).
  - Reading response 7 finished before class

*Wednesday, March 4*

- Reading: “Male-Bashing on TV” (Conscious Reader 350-354)

- Reading: “Wonder Woman” (Conscious Reader 354-363)
  - Reading response 8 finished before class

## **Week Seven**

*Monday, March 9*

- mini-argumentative essay assigned
- argumentation review
- Citation and documentation review #1

*Wednesday, March 11*

- Reading: “How to Take Back Sports” (Conscious Reader 371-374)
- Reading “Fast Food Nation” (Conscious Reader 387-393)
  - Reading response 9 finished before class
- Review for annotated bibliography

## **Week Eight**

*Monday, March 16*

\* Review for mid-term in-class essay

*Wednesday, March 18*

\* Compose mid-term in-class essay

## **Week Nine**

\* *Monday, March 23 -Wednesday, March 25: Spring Recess*

## **Week Ten**

*Monday, March 30*

- Rough draft of mini-argumentative essay due

*Wednesday, April 1*

- **Final Draft of mini-argumentative essay due**
- Reading: “Columbine: Whose Fault Is It?” (Conscious Reader 419-422)
- Reading: “The Morality Police” (Conscious Reader 419-429)
  - Reading response 10 finished before class

## **Week Eleven**

*Monday, April 6*

- **Annotated bibliography due**

- Preparing to write based on our research: Formal assignment of research essay and research essay outline.
- Part of today's session will be time working on and preparing for potential outlines
- Citation and documentation review #2

*Wednesday, April 8*

- Research essay outline due
- Research essay conference sign ups
- Reading: "Letter from Birmingham Jail" (Conscious Reader 573-589).
  - Reading response 11 finished before class

## **Week Twelve**

*Monday, April 13*

\* Research essay conferences

*Wednesday, April 15*

\* Research essay conferences

## **Week Thirteen**

*Monday, April 20*

- Presentations introduced
- Presentation preparation session #1
- Research essay preparations
  - Note: these preparations will depend on our class needs. Topics could include citation and documentation review, works cited review, refutation review, style and structure reviews. However, many topics will have been discussed and covered at various points of the semester, so your primary out-of-class focus at this time is drafting and crafting your research essay based on our full semester of study. Often, we review editing and proofreading topics and questions during these preparation sessions.

*Wednesday, April 22*

- Presentation preparation session #2
- Research essay preparations
  - Dependent on class needs

## **Week Fourteen**

*Monday, April 27*

\* Presentations

*Wednesday, April 29*

\* Presentations

### **Week Fifteen**

*Monday, May 4*

\* Near-final draft of research essay due

*Wednesday, May 6*

- **Final draft of research essay due**
- Research evaluations
- Details for course binder submission distributed and discussed

### **Week Sixteen**

*Monday, May 11*

\* Final preparation part 1

*Wednesday, May 13: Last Day of Instruction*

- Final preparation part 2
- **Course binder due**

### **Finals**

Section 73: M/W, 1:30-2:45 SH 348: Wednesday, May 20, 12:15-2:30

Section 51: M/W, 3:00-4:15 SH 411: Friday, May 15, 12:15-2:30

Section 61: M/W, 4:30-5:45 SH 348: Thursday, May 21, 2:45-5:00

